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# Title 1 Schoolwide School Plan

Pleasant Street

Elementary School

Laconia School District

Pleasant Street

Laconia, NH

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**June 2012**

# TABLE OF CONTENTS

<b>Introduction</b>	3
<b>Schoolwide Program Goal and Action Plan</b>	4
<b>Eight Components of the Pleasant Street Schoolwide Plan</b>	9
1. Comprehensive Needs Assessment	9
2. Research Proven Strategies for Instruction, Assessment and Evaluation	10
3. Instructional Support for Children Experiencing Difficulties	12
4. Parent/Community Involvement	13
5. Professional Development	14
6. Preschool Transition	15
7. Instruction by Highly Qualified Staff	16
8. Extended Learning Opportunities	16
<b>Coordination of Resources</b>	18
<b>Schoolwide Program Abstract</b>	19
<b>Sustainability</b>	20
<b>Appendix</b>	21
Student Learning Data	21
Parent, Staff and Student Surveys	24
Continuous Improvement Continuums	29

# Pleasant Street Elementary School

Laconia, New Hampshire

## Title 1 Schoolwide Plan

### INTRODUCTION

*Description of the school, district, and community and planning process for the Title 1 Schoolwide Plan.*

Pleasant Street Elementary School is a kindergarten through grade 5 school located in Laconia, New Hampshire. According to the 2010 census the city of Laconia had a population of 15,951. Pleasant Street is one of three elementary schools in the Laconia School District with an enrollment of 270 students. The other two elementary schools are Elm Street and Woodland Heights. The Laconia School District has one middle school (grades 6-8) and one high school (grades 9-12.)

Pleasant Street Elementary School was built in 1959. The Pleasant Street neighborhood includes pockets of low income family housing. As a result, many students are eligible for free and reduced lunch and breakfast. In 2011-2012, 52% of students qualify for free/reduced lunch status. More than 90% of the Pleasant Street students are Caucasian and the remaining student body is made up of less than 1 % each of American Indian, Hispanic, Black, and Asian children. Twenty students or 6% are English learners. There are no migrant students.

## SCHOOLWIDE PROGRAM GOALS AND TIMELINES

*Listing of school building goals and ways to achieve them*

**Goal 1: All students at Pleasant Street School will be proficient readers as demonstrated by national, state and local assessments.**

**Objective 1: Students are placed within the context of a Response to Intervention model for reading instruction and intervention based on assessment data.**

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
Teachers will administer assessments and PLC's and the Intervention Core Team will review data to guide placement for instruction and intervention at prescribed intervals or when a student enrolls in PSS.	• AIMSweb K-2	X	X	X	District - Title 1 District -Title 1
	• NWEA's MAP 3-5	X	X	X	
	• NECAP 3,4,5 Struggling students may be given additional testing such as Fountas and Pinnell Benchmark System, Running Records, AIMSweb Progress Monitoring.	X			

**Objective 2: Students receive differentiated instruction and intervention matching their needs**

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
Classroom teachers and Title I teachers will determine whether phonemic awareness, phonics, vocabulary, fluency, or comprehension is the student's primary area of need and teach accordingly.	<ul style="list-style-type: none"> <li>• Observation Survey</li> <li>• HFW</li> <li>• IRI</li> <li>• AIMSweb Early Literacy</li> <li>• Fountas and Pinnell Benchmark System</li> </ul>	Fall or at time of placement and throughout the school year.			District and Title 1

**Objective 3: Student reading progress monitored and instruction adjusted accordingly on a regular ongoing basis.**

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
<p>Classroom teachers will collect anecdotal information and administer program specific formative and summative assessments in conjunction with school wide assessments to evaluate the effectiveness of instruction and intervention and inform changes.</p> <p>Change of instruction and intervention placement occurs during PLC's and Intervention Core.</p>	<ul style="list-style-type: none"> <li>• AIMSweb K-2</li> <li>• NWEA 3-5</li> <li>• Running Records</li> <li>• Fountas and Pinnell Benchmark System</li> <li>• AIMSweb Progress Monitoring</li> </ul>	<p>Throughout the school year when considering a placement within an intervention or release from an intervention.</p>			<p>District and Title 1</p>

Goal 2: All students at Pleasant Street School will be proficient in mathematics as demonstrated by national, state and local assessments

Objective 1: Students are placed within the context of Response to Intervention model for instruction and intervention based on assessment data.

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
<p>Classroom teachers will administer assessments and PLC's and the Intervention Core team will review the data to guide placement for instruction and intervention.</p> <p>Intervention Core team will schedule intervention programs during the school day, as well as before and after school.</p>	<ul style="list-style-type: none"> <li>AIMSweb Early Numeracy M-Cap and M-Comp</li> <li>NWEA 3-5</li> <li>Non-Negotiables</li> <li>AIMSweb progress monitoring</li> </ul>	X	X	X	District and Title 1
		X	X	X	Throughout the school year when considering a placement within an intervention or release from an intervention.

Objective 2: Students will receive differentiated instruction and intervention matching their needs to math programs available.

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
Teachers will determine whether numeration, concept formation, or computation is the students' primary areas of need and teach accordingly.	<ul style="list-style-type: none"> <li>• AIMSweb K-2</li> <li>• NWEA 3-5</li> <li>• NECAP (3, 5)</li> <li>• Non-Negotiables</li> </ul>	X	X	X	District and Title 1
		X	X	X	
		X			

Objective 3: Student math progress will be monitored and instruction adjusted accordingly on a regular ongoing basis.

Strategies/Activities	Evaluation Tools	Timeline			Funding Sources
		Assessment Dates			
		Fall	Mid	Spring	
Teachers will collect anecdotal information and administer program specific ongoing assessments in conjunction with school wide assessments to evaluate the effectiveness of instruction and intervention and inform changes.	<ul style="list-style-type: none"> <li>• AIMSweb</li> <li>• NWEA 3-5</li> <li>• NECAP</li> <li>• Non-Negotiables</li> </ul> <p><i>Students who struggle with math may be tested additional times.</i></p>	X	X	X	District and Title 1
		X	X	X	
		X			



# THE EIGHT COMPONENTS OF THE PLEASANT STREET SCHOOLWIDE PLAN

*Description of the focus of each of the eight components*

The following is a description of the eight components of the Pleasant Street Plan.

## **1. THE COMPREHENSIVE NEEDS ASSESSMENT**

*Based on state content and performance standards*

Two major changes have occurred that affected Pleasant Street School's Needs Assessment information. First, due to lack of funding, our district had to move away from using the Bernhardt Model for Continuous Improvement. Second, our school and district, moved to full-scale implementation of Professional Learning Communities (PLC's). We are in the process of adopting the Professional Learning Community Continuum to take the place of the Bernhardt Continuums. This will help us measure, as a school, how we are doing implementing and using professional learning communities. The Comprehensive Needs Assessment includes demographics, student learning data; school processes data, and perceptual data. These components are used to create a school profile to support continuous improvement planning.

### Demographics Data:

This data consists of enrollment, attendance, ELL, free and reduced lunch percentages, retentions, suspensions, special education numbers and staff teaching experience.

### Student Learning Data:

Pleasant Street School utilizes a Response to Intervention model for keeping track of student learning data. The assessment data at PSS includes the results of the NECAP (New England Common Assessment Program), AIMSweb, NWEA, Colorado Writing Prompt, Houghton/Mifflin assessments, and the Non-Negotiable Math assessments. These assessments measure student progress in reading, writing, and mathematics. This data is collected, analyzed and used to inform instruction on a continuous basis. Assessment data is compiled once fall benchmark testing is completed and when NECAP scores become available. Students new to the school are assessed when they enroll and students who struggle in math and reading are assessed on an as needs basis. (Detailed assessment information is in the Appendix)

### School Processes Data:

Professional Learning Communities provide staff with the time and structure to plan, monitor and evaluate school wide improvement efforts. Throughout the school year PSS utilizes the Dufours *Professional Learning Communities at Work* Continuum to monitor and improve our school processes. These include: Effective Communication, Learning as Our Fundamental Purpose, Building a Collaborative Culture Through High Performing Teams, Focusing on Results, and Responding to Conflict. The data collected from PLC's is used for continuous improvement and assessment of Pleasant Street School processes.

### Perceptual Data:

Surveys are designed to measure staff, students', and parents' views on the Pleasant Street learning environment. Parents, students and staff fill out the survey each spring and results are analyzed to help inform and improve student achievement.

## **2. SCHOOLWIDE REFORM STRATEGIES:**

### **RESEARCH PROVEN STRATEGIES FOR INSTRUCTION, ASSESSMENT AND EVALUATION**

*A description of research-proven instructional strategies for getting all students to reach high standards*

Our Schoolwide Plan supports the Pleasant Street goals by giving all school staff, Title1 and non-Title 1, the opportunity to coordinate the identification of student learning needs and the monitoring and adjusting of interventions. In addition, other activities and materials are available to all students, staff, and parents such as after school and enrichment programs and educational workshops.

The Pleasant Street School staff is an experienced and varied group of educators. The staff has an extensive background in teaching strategies for effective instruction, assessment, and evaluation. They have participated in training from the Lesley University Literacy Collaborative, Center for Teaching/Learning Mathematics with Professor Mahesh Sharma, and Writing Courses from Plymouth State University. Staff has also participated in on-going staff

development with our Academic Coordinator of Teaching and Learning in the areas of reading, math and writing instruction.

In addition, the Laconia School District has initiated Professional Learning Communities (PLC). In 2010-11, Pleasant Street School staff participated in an online course and book study designed by Richard and Rebecca Dufour. Also, the leadership team attended PLC workshops and conferences facilitated by the Dufours. Using the PLC model, PSS teachers have the opportunity to use the Pleasant Street School vision, school improvement plan and student needs to target professional development. In the PLC teachers analyze data and use it to inform instruction and apply best practices to increase student achievement. Within the PLC teachers also align grade level learning expectations with the new Common Core standards.

Literacy instruction at Pleasant Street is delivered in 90 minute blocks that incorporate direct instruction, individual tasks and practice skills. Intervention is provided outside of the reading block both in the classroom and in pull-out programs. Instruction is provided in large and small groups and individually. Teachers use effective teaching strategies such as modeling, explaining, providing direct instruction, and promoting the application of learning to other settings like Social Studies and Science. Literacy teaching is based on The National Reading Panel's five components of literacy instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Math instruction is delivered daily in 80 minute blocks in large and small group settings. Teachers use effective teaching strategies through the use of concrete materials, modeling, explaining, providing direct instruction, and promoting the application and communication of learning to other settings as they introduce and reinforce skills and concepts. Intervention is provided both in the classroom and in pull-out programs.

Effective reading and math instruction is built on a school's ability to assess students, identify their reading and math needs, and then provide focused instruction. At Pleasant Street students' reading ability is assessed through tools that measure their knowledge of phonics, phonemic awareness, fluency, vocabulary and comprehension. A variety of measurements are used to do this. Grades K-2 students are given AIMSweb assessments in literacy three times

throughout the year, while students in grades 3-5 participate in NWEA testing three times a year. All K-5 students new to the school or identified as struggling by classroom teachers are assessed with benchmark books to determine their reading skills. Ongoing assessment is used to monitor student progress and move them in and out of intervention programs.

Math progress for kindergarten through grade two is assessed through AIMSweb. With the NWEA and NECAP for grades three through five. Teachers across all grade levels use common assessments based upon the Common Core Standards for mathematics.

### **3. INSTRUCTIONAL SUPPORT FOR CHILDREN EXPERIENCING DIFFICULTIES** **MASTERING THE STANDARDS**

*Description of instructional support for students experiencing difficulties including identification of needs, how additional support is applied, funding, teacher decisions regarding choice of and results of the academic assessments of students, and ensuring homeless and migrant students will have access to timely assessments and interventions.*

The process for identifying students' reading and mathematics needs is the responsibility of the Pleasant Street Intervention Core Team. The Intervention Core team meets weekly to review the results of assessments in math, reading and writing. The Intervention Core process for providing intervention to students in need is modeled on the Response to Intervention (RtI) system. In reading and in mathematics, students are assessed by the aforementioned assessment tools. The Intervention Core reviews the areas of deficit, talks with the classroom teacher, ascertains a student's learning style, and then assigns the student to an intervention program. Intervention programs include small and large group instruction and individual instruction.

In math and reading, students who fall below expected mastery levels are recommended for math and/or reading support and receive intervention in an intervention block within the classroom. Interventions for math includes: use of Center for Teaching and Learning Mathematics Non-negotiable math instruction strategies, Fast Math, and the modification of Everyday Math materials to focus on a student's specific needs. Interventions for reading include: Foundations, Houghton/Mifflin's Soar to Success and Early Success, Literacy Leveled Intervention (LLI,) Visualize and Verbalize, Five Day Comprehension, Phonics, and Fluency.

In reading students are grouped by need, receive the intervention, and are continuously monitored, for reading progress with AIMSweb, Informal Reading Inventory (IRI), and the Houghton/Mifflin weekly skills and theme tests. In math students are progress monitored using AIMSweb, Non-negotiable math skills and with Everyday Math unit tests for math progress. Students are moved in and out of intervention programs based on their progress and mastery of skills. Intervention is supplied by classroom, Title 1, and Special Education teachers.

Classroom teachers refer students for interventions, collaborate with intervention teachers to choose assessments and determine if students are mastering skills. Results are forwarded to the Intervention Core team who decides if a student continues with an intervention program or is able to do grade level work without support.

Homeless and migrant children are identified when they enroll in school. Students are given a battery of tests and their academic and free/reduced lunch status records are reviewed. Interventions for support are implemented by the Student Achievement Team.

#### **4. PARENT/COMMUNITY INVOLVEMENT**

*A description of plans for increasing parent involvement for this school year. How are parents involved in planning, implementing, and evaluation of this grant?*

Pleasant Street School staff believes that, "Student achievement can increase through effective parent involvement". Pleasant Street staff also believes in creating opportunities for community partners, including parents, to learn and support students' learning goals. With this in mind PSS organizes PSS Parent/Family activities throughout the school year. A few examples of these activities for the 2011-2012 school year included: Math Game Night, Reading and Writing Fun, Author Visits, and Your Child's Math Facts. These events not only highlighted the curriculum but instructed parents on how they could interact with their child around the learning we do at school. At our Math Game Night we gave away over 100 math games to families.

Our Title 1 Schoolwide Plan also provides funding for activities like educational programs and field trips to bring the community and the school closer together. An example of this is a district wide Math Game night which included a lecture by Professor Mahesh Sharma. This activity

enabled families from all three elementary schools to come together and learn about Mathematics instruction in the Laconia elementary schools.

Our parent volunteer organization, VIPSS- Volunteers in Pleasant Street School is instrumental in helping us plan and coordinate our math and literacy events. They are also responsible for helping to revise our parent surveys that go out in the spring. We currently have twenty parents involved in this organization. Before the beginning of the school year our parent volunteers will meet with administration to discuss and plan the family involvement events for the upcoming school year.

## **5. PROFESSIONAL DEVELOPMENT**

*How is professional development aligned with the instructional program*

Beginning in the 2011-2012 school year the district hired an Academic Coordinator of Teaching and Learning for the 3 elementary schools. One of the most important responsibilities of this position is to design and offer job-embedded professional development to staff. During the 2011-2012 school year the ACTL co-facilitated the implementation of PLC's at Pleasant Street School. The ACTL also facilitated a yearlong Kindergarten- First Grade Institute around best practices in teaching the primary grades. Next year the ACTL will offer professional development opportunities kindergarten through grade five in reading and writing using a modeling, coaching and observation model.

A continuous improvement initiative in the area of Mathematics will continue in the Laconia School District for the 2012-13 school year. The district has hired the services of Professor Mahesh Sharma from The Center for Teaching and Learning Mathematics. Teachers across the district participate in day long institutes in mathematics with a focus on non-negotiable math instruction and learning aligned with the Common Core Standards.

Pleasant Street School staff will also be participating in professional development around effective instructional practices. During the 2011-2012 school year, teachers have participated in a book study with the text *Teach like a Champion*. Effective teaching strategies from this text will be implemented during the 2012-2013 school year. During PLC's teachers will choose

strategies to implement and analyze results of effectiveness through observation and student data.

With the implementation of Professional Learning Communities, staff is guided towards professional development opportunities focused on improving student achievement. Staff refers to the areas of need hi-lighted by a continuous process of analyzing student data and through the Professional Learning Communities at Work ™ Continuum. Professional growth is also guided by the Laconia evaluation system. Administration observes and gives feedback to teachers in areas such as instructional skills and environment, student management, and interactions with students and parents. Teachers incorporate this feedback when planning their professional growth activities. In addition, the school district provides access to funds for all professional staff to use for conferences, workshops, or other professional activities outside of the district.

## **6. PRESCHOOL TRANSITION**

*Describe your steps for assisting preschool children in the transition to your school.*

Pleasant Street has engaged in an effective approach to the Preschool/Kindergarten transition for several years. The plan is well organized and was developed with the input from kindergarten teachers, local pre-school teachers, and representatives of the elementary schools' Title 1 and special education staff.

In the spring Pleasant Street kindergarten teachers visit local pre-schools to meet their incoming students and talk with their teachers. Kindergarten teachers are also invited to any special education team meetings of incoming kindergartners.

All incoming kindergartners are scheduled for a formal screening upon registration for Kindergarten. This allows teachers and support staff to better understand next year's students and their educational needs. Students needing extra support, as identified through the screening and information from pre-school teachers, are invited to attend a one week "Kindergarten Camp" in the summer preceding their Kindergarten year.

Laconia preschools participate in a “Step-Up Day” each spring when preschoolers visit their prospective elementary schools and meet their Kindergarten teacher. Students not enrolled in an area preschool are invited to visit the school on a scheduled day upon registering for Kindergarten.

There are two programs designed to facilitate the pre-school to Kindergarten transition. One is funded through the Laconia Endowment Educational Foundation (LEEF) program and called Leeflets. Leeflets is an after school program offered to children who will be in Kindergarten the following year. In the program children learn kindergarten readiness skills such as oral language development, letter and number recognition, name writing, and cooperative play. This program is funded through LEEF, which is a non-profit organization. A second program is READY for K which is funded through Title I funds and offered to parents who reside in the Laconia School District. This program offers parents, caregivers and child care providers information and materials to use in preparing children for a happy and successful start in school.

## **7. INSTRUCTION BY HIGHLY QUALIFIED STAFF**

*Ensure instruction by highly qualified staff*

All teachers hired in the Laconia School District must meet the federal definition of “highly qualified”. Professional staff paid with Title I funds are highly qualified. All paraprofessional staff is highly qualified at this time. Paraprofessionals participate in ongoing training and are under the supervision of the Principal, Student Services Coordinator and Academic Coordinator for Teaching and Learning.

## **8. EXTENDED LEARNING OPPORTUNITIES**

*In what ways does your Title I Schoolwide Plan increase the amount and quality of learning time?*

Since becoming a Title I School wide School PSS has been able to increase the learning opportunities for all students.

As a Title 1 Schoolwide School, staff has flexibility to broaden instruction to all students. Therefore, more students receive professional intervention services with Title 1 teachers a part



of a school-wide intervention schedule. The Title 1 Schoolwide Plan also enables staff to provide math intervention programs during the school day.

As a Title 1 Schoolwide School, all students are eligible to participate in all programs. Extended learning programs at Pleasant Street are as follows.

- Project EXTRA runs a before and after school program for all students. Project EXTRA activities include academic support, homework time and enrichment such as art, cooking and music. Funding for this is through a 21<sup>st</sup> Century Grant.
- Kindergarten Camp is a summer school experience for incoming kindergartners who may have academic or social difficulties. Funding for Kindergarten Camp is through the Laconia School District and Title 1.
- READY for K
- Summer Stretch is a full day five days/week summer activities and academic camp for students in grades 1-5. Transportation costs are funded through the 21<sup>st</sup> Century Grant. Staffing, for the academic component, is funded through the Title 1 grant.
- Pupil Enrichment Program (PEP) is a school based program that provides students the opportunity to build positive relationships with adults. This is funded through the Laconia School District.
- A Before and After school tutoring program supports students with academic difficulties. Funding for this is through the Title 1 grant.

## Coordination of Resources

*How programs will be coordinated and how funds will be used*

At Pleasant Street School the Schoolwide Plan is implemented and overseen by the Pleasant Street School Leadership Team. The Leadership team includes the school principal, ACTL, a Title 1 teacher, a special education teacher, classroom teachers, and parents as they are available. The Leadership team meets on a regular basis to monitor the goals and programs of the Schoolwide Plan. The Leadership team has access to the comprehensive assessment data in order to determine whether the school is meeting the Title 1 Schoolwide goals.

The Leadership team has representatives on the Intervention Core Team, which analyzes student assessment data and makes recommendations for intervention programs. The Leadership team members participate in reviewing the in intervention programs, extended learning opportunities, parent and community programs, and professional development opportunities. Team member reports to the whole Leadership team are invaluable as the team considers changes to the Schoolwide Plan in light of student achievement data.

Title 1 Schoolwide funds support the goals of the Plan by providing instructional staff for intervention programs, acquiring educational materials for students, staff, and parents for intervention and extended learning programs, providing training for staff, and offering presentations to parents.

## **Schoolwide Program Abstract**

### *Brief description of the Schoolwide Plan*

Pleasant Street School Title I Schoolwide Plan enables us to meet the needs of all students. Our Schoolwide Plan allows staff to combine programs, strategies, and resources to address student needs in an integrated manner. Specifically, the plan provides that

- all students with areas of need have the opportunity to receive academic support in reading and mathematics. Reading intervention programs and math intervention programs are well established.
- all students have the opportunity to participate in extended learning opportunities by accessing all school personnel and the use of all materials in the school. This includes before, after, and vacation programs.
- all students have the opportunity to participate in community based experiences, like local field trips, to develop background knowledge,
- all parents have the opportunity to receive education and training in academic and social areas that support their children's learning,
- all grade K-2 students are assessed in reading and math using the AIMSweb benchmark assessment system.
- all grade 3-5 students are assessed in reading and math with the Measures of Academic Progress, state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. The MAP is developed by NWEA, the Northwest Evaluation Association,
- all students will have the opportunity to access all materials in the school.

## **Sustainability**

*The steps to continually monitor and evaluate the program.*

The PSS Leadership Team will adapt current practices to monitor and evaluate the Schoolwide Plan. The Pleasant Street schedule of formative, state, national, and local assessments allows school staff to closely monitor student progress and evaluate the success of the Title 1 Schoolwide Plan. (Please see pages 4-8 for detail of the assessment schedule.)

Each spring the Pleasant Street staff reviews goals and initiatives and will evaluate their progress. Parent and student perceptual data will also be surveyed each spring using surveys. Data from these tools along with student assessments will guide the PSS Leadership Team as they modify goals and establish new ones.

Funding for the Title 1 Schoolwide Program comes from the district, Title 1, and Project Extra budgets.

# APPENDIX

## Student Learning Data

Multiple assessments show that approximately 30% of students in grades 1-5 fell below grade level expectations in reading and 34% in math.

- New England Common Assessment Program results from the fall of 2010 and fall of 2011 for students in grades 3, 4, and 5 are as follows:

	Beginning of Gr. 3		Beginning of Gr. 4		Beginning of Gr. 5		Beginning of Gr. 6	
	% Prof. or Above	% Below Prof.	% Prof. or Above	% Below Prof.	% Prof. or Above	% Below Prof.	% Prof. or Above	% Below Prof.
<b>NECAP results from 2011</b>								
Math	73	27	64	36	65	35	63	37
Reading	88	12	66	34	66	34	71	29
Writing					45	55		
<b>NECAP results from 2010</b>								
Math	59	41	56	44	54	46	65	45
Reading	68	32	70	30	72	28	69	31
Writing					44	56		

- Colorado Writing Prompt results from April 2010 for grades 3 and 5.  
(Writing is scored against a rubric. A perfect score is a 10 in each category and 60 in the composite.)

Category	Gr. 3 Average Mean	Gr. 5 Average Mean
Ideas	5.77	6.66
Organization	5.43	6.30
Voice	5.88	6.45
Word Choice	5.61	6.28
Sent. Fluency	5.52	6.00
Conventions	5.88	6.04
Composite	34.09	37.73

\*Colorado Writing Prompts from April 2011 for grades 3 and 5.

(Writing is scored against a rubric. A perfect score is a 10 in each category and 60 in the composite.)

Category	Gr. 3 Average Mean	Gr. 5 Average Mean
Ideas	5.57	6.13
Organization	5.34	6.02
Voice	5.55	6.16
Word Choice	5.43	6.38
Sent. Fluency	4.86	6.22
Conventions	5.43	6.18
Composite	32.18	37.09

- AIMSweb

(Percent of students below benchmark literacy levels as assessed in the fall of 2011. Some assessments are only given at specific grade levels.)

	Letter Naming Fluency	Letter Sound Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency CBM
Grade K	19%	41%			
Grade 1	33%	36%	44%	28%	28%
Grade 2					32%

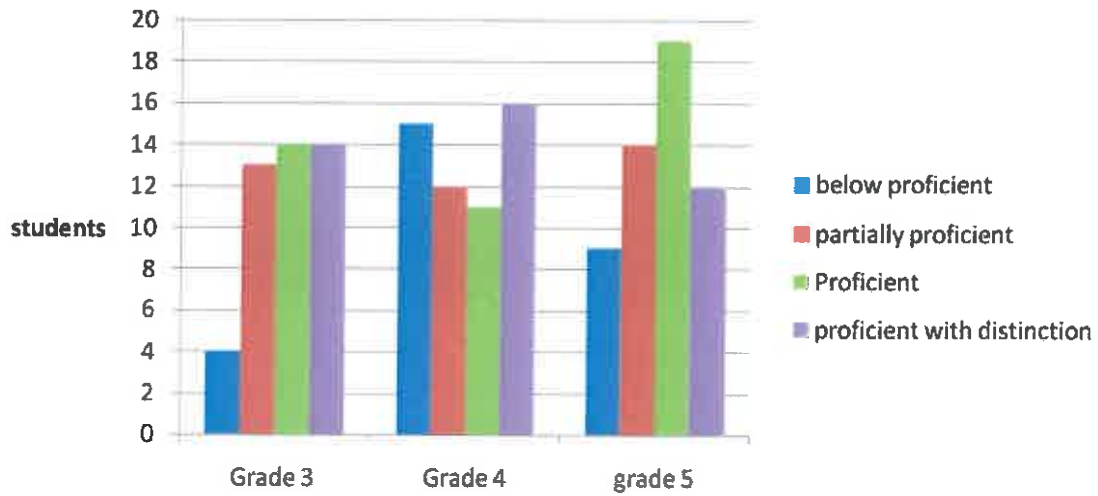
- AIMSweb

(Percent of students below benchmark math levels as assessed in the fall of 2011. Some assessments are only given at specific grade levels)

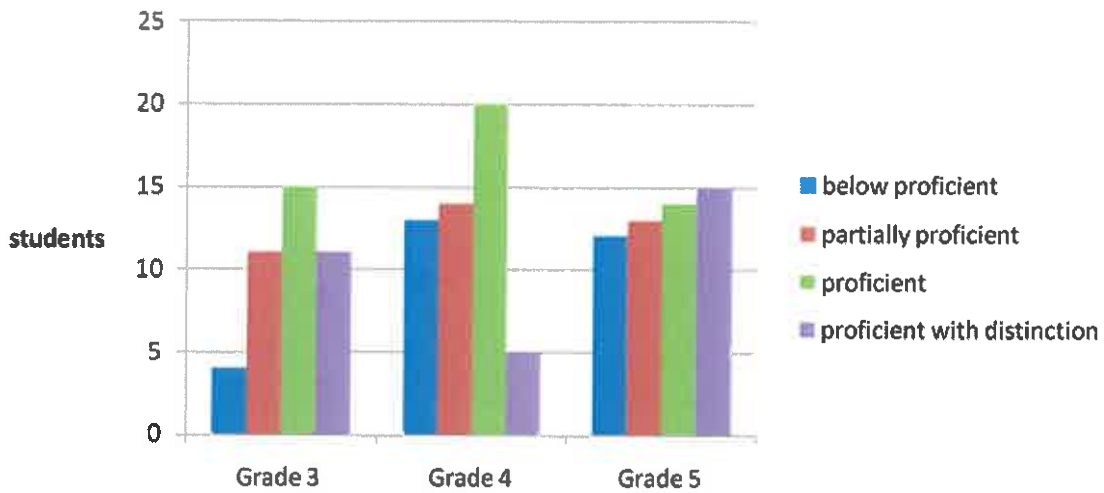
	Number Identification	Oral Counting	Quantity Discrimination	Missing Number	Concepts and Applications	Math Computation
Grade K	14%	29%				
Grade 1	19%	28%	36%	33%		
Grade 2					24%	20%

- AIMSweb data for kindergarten students in fall 2011 show that 21% fall below the benchmark for early numeracy skills and 30% fall below the benchmark for early literacy skills

## NWEA READING - Spring 2012 Pleasant Street School



## NWEA Math - Spring 2012 Pleasant Street School



## Parent Survey

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

	1	2	3	4	5
1. I feel welcome at my child's school					
2. I am informed about my child's progress					
3. I know what my child's teacher expects of my child					
4. My child is safe at school					
5. My child is safe going to and from school					
6. The teachers show respect for the students					
7. The students show respect for other students					
8. The school meets the social needs of the students					
9. The school meets the academic needs of the students					
10. The school meets the needs of students with disabilities					
11. The school expects quality work of its students					
12. The school has an excellent learning environment					
13. I know how well my child is progressing in school					
14. I like the school's report cards/progress report					
15. I respect the school's teachers					
16. I respect the school's principal					
17. My child's teacher helps me to help my child learn at home					
18. I support my child's learning at home					

Children's Grades:	K	1	2	3	4	5
Number of children at this school	1	2	3	4	5	6+
Number of children in the household	1	2	3	4	5	6+

I have a child that attends:	
Elm Street School	
Pleasant Street School	
Woodland Heights School	

My native language is:	
Chinese	
Eastern/Western European	
English	
Japanese	
Korean	
Spanish	
Vietnamese	
Other	





## Staff Survey

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 6. N/A

	1	2	3	4	5	6
1. I feel like I belong at this school						
2. I feel that the staff cares about me						
3. I feel that learning can be fun						
4. I feel that learning is fun at this school						
5. I feel recognized for good work						
6. I feel intrinsically rewarded for doing my job well						
7. I work with people who treat me with respect						
8. I work with people listen if I have an idea about doing things better						
9. My administrator treats me with respect						
10. My administrator is an effective instructional leader						
11. My administrator facilitates communication effectively						
12. My administrator supports me in my work with students						
13. My administrator supports shared decision making						
14. My administrator allows me to be an effective instructional leader						
15. My administrator is effective in helping us reach our vision						
16. I have the opportunity to develop my skills						
17. I have the opportunity to think for myself, not just carry out instructions						
18. I love working at this school						
19. I love seeing the results of my work with students						
20. I work effectively with special education students						
21. I work effectively English Learners						
22. I work effectively with an ethnically/racially diverse population of students						
23. I work effectively with heterogeneously grouped classes						
24. I work effectively with low-achieving students						
25. I believe student achievement can improve through hands-on learning						
26. I believe student achievement can improve through effective professional development related to our vision						
27. I believe student achievement can improve through integrating instruction across the curriculum						
28. I believe student achievement can improve through thematic instruction						
29. I believe student achievement can improve through cooperative learning						
30. I believe student achievement can improve through collaboration with our colleagues						
31. I believe student achievement can improve through student self-assessment						
32. I believe student achievement can improve through authentic assessment						
33. I believe student achievement can improve through the use of						

computers								
34. I believe student achievement can improve through the use of varied technologies								
35. I believe student achievement can improve through providing a threat-free environment								
36. I believe student achievement can improve through Close personal relationships between students and teachers								
37. I believe student achievement can improve through addressing student learning styles								
38. I believe student achievement can improve through effective parent involvement								
39. I believe student achievement can improve through partnerships with business								
40. I believe student achievement can improve through teacher use of student achievement data								
41. I believe student achievement can improve through the improvement of teaching practices								
42. I believe the instructional program at this school is challenging								
43. I believe the school provides an atmosphere where every student can succeed								
44. I believe quality work is expected of all students at this school								
45. I believe that every student can learn								
46. I believe quality work is expected of me								
47. I believe quality work is expected of all the adults working at this school								
48. I believe the vision of the school is clear								
49. I believe the vision for the school is shared								
50. I believe we have an action plan which can get us to our vision								
51. I believe this school has a good public image								
52. I believe it is important to communicate often with parents								
53. I believe I communicate often about their child's progress								
54. I believe I communicate with parents often about class activities								
55. I believe I am clear about what my job is at this school								
56. I believe I feel that others are clear about what my job is at this school								
57. Morale is high on the part of teachers								
58. Morale is high on the part of students								
59. Morale is high on the part of support staff								
60. Morale is high on the part of administrators								
61. The student outcomes for my class are clear to me*								
62. The student outcomes for my class are clear to my students*								
63. Teachers in this school communicate with each other to make student learning consistent across grades*								
64. Learning is fun in my classroom*								
65. I love to teach*								

\*Teachers and paraeducators only answer these questions

Ethnicity:	
African-American	
American Indian	
Asian	
Caucasian	
Latino/Hispanic	
Other	

Gender	
Male	
Female	

I am a(n)	
Classroom Teacher	
Instructional Assistant (Para)	
Certified Staff (other than classroom teacher)	
Classified Staff (other than instructional assistant)	

I work at:	
Elm Street School	
Pleasant Street School	
Woodland Heights School	

I have been teaching (teachers only answer this):	
0-3 years	
4-6 years	
7-10 years	
11 years or more	

Additional Comments:
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\*Based on Education for the Future Survey

## Student Survey

1. Strongly Disagree 2. Disagree 3. So-So 4. Agree 5. Strongly Agree

When I am at School, I feel:	1	2	3	4	5
1. Welcome					
2. I am safe					
3. I have fun learning					
4. I like this school					
5. This school is good					
6. I have freedom at school					
7. I have choices in what I learn					
8. My teacher treats me with respect					
9. My teacher cares about me					
10. My teacher thinks I will be successful					
11. My teacher listens to my ideas					
12. My principal cares about me					
13. My teacher is a good teacher					
14. My teacher believes I can learn					
15. I am recognized for good work					
16. I am challenged by the work my teacher asks me to do					
17. The work I do in class makes me think					
18. I know what I am supposed to be learning in my classes					
19. I am a good student					
20. I can be a better student					
21. I can achieve my goals					
22. I behave well at school					
23. Students are treated fairly by teachers					
24. Students are treated fairly by the principal					
25. Students are treated fairly by teachers at recess					
26. Students at my school treat me with respect					
27. Students at my school are friendly					
28. I have lots of friends					
29. I have support for learning at home					
30. My family believes I can do well in school					
31. My family wants me to do well in school					

I am in:	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	

I go to:		
Elm Street School		
Pleasant Street School		
Woodland Heights School		

I am:		
Black		
American Indian		
Asian		
White		
Hispanic		
Other		

I am:		
Boy		
Girl		

I want you to know this about my school:

\*Based on Education for the Future Survey